DOCUMENT RESUME

ED 041 350 CG 005 780

AUTHOR	Witten, Charles H.; And Others
TITLE	The Impact of Innovation: Orientation and Student Values.
INSTITUTION	American Coll. Personnel Association.
PUB DATE	18 Mar 70
NOTE	21p.; Paper presented at the American College Personnel Association Convention in St. Louis, Missouri, March 16-18, 1970
EDRS PRICE	EDRS Price MF-$0.25 HC-$1.15
DESCRIPTORS	College Students, *Discussion Experience, Discussion Groups, Freshmen, Moral Values, Personal Values, *Social Values, Student Attitudes, Student Needs, *Student Personnel Programs, *Student Personnel Services, Values

ABSTRACT

Limited aspects of an innovative college freshman orientation program are discussed. The primary focus of all three papers is student values. Robert E. Bennett looks at contemporary societal changes and pressures which shape values and concludes that, ir spite of them, many students maintain values similar to past generations. What is new is their openness about their problems and values, and the speed with which they desire changes. He views orientation as the optimal time for colleges to begin helping students think about and define their values in relationship to the college life upon which they are embarking. H. Tyler Combs reports on the methods which the University of South Carolina's orientation program utilizes to deal with student values. He shows why the University feels that, based on the student enrollment, value discussions must be an important part of orientation. Robert Squatriglia stresses the need for research and evaluation of innovations in student personnel work, and describes the research conducted thus far at the University of South Carolina which found that some changes in student values resulted from on-going orientation programs. A more comprehensive listing of the innovations concludes the presentations. (TL)

ED041350

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

THE IMPACT OF INNOVATION:
ORIENTATION AND STUDENT VALUES

by

Charles H. Witten, "Student Orientation: Introduction"

Robert E. Bennett, "Student Values"

H. Tyler Combs, "Orientation and Student Values"

~~Francis X. Walton, "Orientation and Group Dynamics"~~

Robert W. Squatriglia, "The Impact of Orientation Group Counseling"

Charles H. Witten, "Student Orientation: Summary"

CG005780

Papers Presented at the ACPA Convention
St. Louis, Missouri, March 18, 1970

INTRODUCTION

Charles H. Witten

My role is to introduce the subject and the panel.

I doubt, however, that we need much orientation to the subject of orientation. It is a general concept that has been with us for a long time. In the words of the Kaufmann Committee's report on "The Student in Higher Education":

> ...The main goal of orientation is to fit the new student into the day-to-day operation of the school as quickly as possible. Orientation is designed to teach him the basic geographic and academic maps needed to survive in the college, and the behavior expected of him. ....the college's major expectation of freshman orientation is to fit the new students in the college in such an efficient and expeditious way that the transition through which the freshman are going from secondary school to college and from home to campus dormitory will create as little trouble as possible for the college and its administrators and faculty.

The different vested interests around the campus have different points of view as to what orientation should do. The personnel deans want the freshman to adapt to the residence hall living and know where to turn for counseling, financial, medical and other help. The academic deans want the freshman introduced to the riches of the academic treasure trove and plan their college careers more effectively. The faculty want them to turn their sights immediately to subject matter goals and endeavors and somehow improve academic performances... The ROTC wants to get their names on the dotted line. The Registrar wants to get them advised and registered as painlessly as possible. The student leader wants to get them involved in their particular sphere of activity be it student government, fraternities and sororities, interest groups, volunteer services, or activism. The Public Relations Director and other administrators want to establish good relations with the parents and acquaint them with the

college's academic programs,physical facilities, and student personnel services. The Athletic Director wants them to get a good impression of his program (and make them enthusiastic fans.) The President and vice presidents want to be sure that, in spite of the bigness of it all, everyone comes away with the distinct impression that the top administration is human and every single student will always be treated as an individual by any one at top level.

This is quite an order, and even if this was all that was required of orientation, it would be almost impossible to accomplish it in the few days allocated to most orientation programs.

We felt that goals of our standing orientation programs were deficient in that they did not - 1) Stimulate students to think about their motives and purposes for seeking a college education and 2) challenge students to question and to think seriously about their system of values as related to campus problems and issues which they may encounter.

And so, in addition to the normal map reading and rule acquaintance phases - most of which is covered by giving them books to read - and academic advisement and registration, we decided to spend our time discussing, in small groups, five major topics:

1. The goals and purposes of higher education - what is college all about.
2. Governance of the Universtiy, the roles of administration, faculty, and students.
3. Relation of students to the University - the rights and responsibilities of students.
4. How to be a person in a large university; find your personal identity and lastly
5. Campus values.

Our first panelist will discuss one phase of this last topic - namely The Impact of Higher Education on Student Values.

STUDENT VALUES

by

Robert E. Bennett

The catalysis for the serious study of the sociological and psychological aspects of higher education came in 1957 with the publication of Changing Values in College by Phillip E. Jacob. After reviewing a number of unrelated studies, he came to the conclusion that colleges produce no great changes in student values but serve to increase conformity. Since that time a considerable amount of research has been conducted in an attempt to refute his conclusions and to substantiate that higher education does indeed have an impact on student values.

More recently, in 1969, Kenneth Feldman and Theodore Newcomb updated Jacob's work by extensively examining hundreds of research reports and presenting their findings in the comprehensive publication The Impact of College on Students. Feldman and Newcomb differed from Jacob's in their reviews in that they described their task not as ". . . searching for 'the impact of the college experience,'. . .[but] to pose questions that were at once more specific and complex," such as "under what conditions have what kinds of students changed in what specific ways [pp.3-4]?" Time will not permit, nor is it my purpose to report on all of their findings and conclusions. Suffice it to say that colleges do have an impact on student values and attitudes and that there are a number of variables that interact in intricate ways to bring about changes. The characteristics of students at the time of their entrance into higher education, and the nature and size of the institutions they attend, all play a vital role in shaping the attitudes, opinions, and values of students.

A value has been defined by Milton Rokeach (1968) as a ". . . type of belief, centrally located within one's total belief system, about how one ought or ought not to behave, or about some end-state of existence worth or not worth attaining [p. 124]." The implications of this definition for student personnel are that students bring with them to higher education certain predetermined ways of conceptualizing their educational experiences, and that students reactions to educational stimuli can be observed and often predicted in terms of behavioral responses. We are all cognizant of the dynamics of institutional forces that challenge, modify, or reinforce students values. We also recognize that colleges and universities act as socializing agents and have the responsibilities for maximizing educational experiences so that students may leave with increased proficiencies, and an improved self-awareness as to their attitudes and values. Thus, within this context, student values become a special concern and responsibility for student personnel.

What are the values held by entering freshmen? In what ways do students values change while they are in college? And, should we as counselors and deans attempt to alter the values of students?

In answering the first two questions, I have turned to literature on the subject and drawn from my own observations and experiences, biased though they may be.

It seems to me that college and university freshmen today have grown up in a society of instant visual communications. If we accept the statement that one picture is worth a thousand words, then the possible impact of instant visual communications on student values staggers our imagination.

College and university freshmen today have seen political leaders fall at the hands of an assasin, they have seen cities burn, they have seen racial conflicts, they have seen young men their own ages die on the battlefields of a war that they do not understand or see any justification for, they have seen the results of poverty, they have seen attempts to oppress minority views, and they have seen the effects of an advancing technology that all too frequently has wasted or polluted our natural environment. These same college and university freshmen have graduated from the best high schools that our nation has ever known. They have been taught to be critical and observant, and their observations have revealed to them a world filled with tensions and mistrust for one another. Should we be amazed then that they have been "turned-off" by what they have seen, read, and experienced, and that they have looked for other avenues through which to be "turned-on?"

Many of todays freshmen have had their values shaped by expressions such as "hypocrisy," "creditability gap," "pigs," and "the establishment," each of which has been given a negative value weight. Their view of the world is pessimistic, and they sense an urgency for change. Old value systems are no longer accepted without question. Many of them,when they have been questioned, have been found lacking in relevancy.

Yet, in spite of all of this, I find that many students today are no different than my generation of college freshmen in the values they hold and the problems they face. I still see freshmen entering college without having developed a realistic self-concept of their interests and abilities. I still see freshmen searching for self-identity, seeking friendships, and those with a considerable amount of self-pride and personal integrity. I still see the starry-eyed, rosey-cheeked, enthusiastic freshman filled with ex-

citement for the future. I still see freshmen heartbroken over love affairs, and those who are afraid to face their parents because they have not been able to reach the high level of achievements expected of them.

Past generations, as well as the present, have had pressures on them to conform to set standards, and they too have rebelled and demonstrated against the rules and regulations governing their conduct. Problems of academic honesty, interpersonal and heterosexual relationships, the use of intoxicating stimulants (although of a different kind), and the demands for personal freedoms are not new. What is new is the openness with which students now talk about these problems and their values, and the speed with which they desire changes. In many respects the present generation of college students are analogous to the colonialist, they too are seeking the right of self-determination and self-rule.

As Feldman and Newcomb (1969) pointed out, freshmen are faced with an unfamiliar social organization and are confronted with new or different values, norms, and role structures. The process of the freshman year involves desocialization, the unlearning of past values, and socialization, the pressure to learn new cultures and social structures. The freshman faces an expected and an unexpected challenge from the academic, intellectual, and social environment. Frequently they are faced with "cultural shock" or "value shock" which makes their adjustment to new social systems most difficult.

For those who are able to survive the college experience we now know with some degree of certainty that they come out of college different than when they entered. As compared to freshmen, seniors are more independent, more creative, more critical, less authoritarian and dogmatic, and more liberal. Colleges and universities have had and are having an impact cn student values and attitudes.

Realizing that students come to us with certain needs, attitudes and values that are frequently inconsistent with those of society, and realizing that students do go through a process of learning new values in their attempts to find a more meaningful life for themselves, it becomes our task to begin early in their college careers to assist them in the evaluation of their values and to confront them with the types of experiences they will encounter so that their "value shocks" will be lessened. To us, at the University of South Carolina, there is no better time than orientation to begin. After all, we have within our student body individuals who lived through the "Violence at Orangeburg," and there will be others who will have had their education interrupted through experiences similar to Lamar. We would be derelict in our mission as an institution of higher education if we did not meet head on the problems of our society and attempt to bring about changes in student attitudes and values.

REFERENCES

Feldman, K.A., & Newcomb, T.M. The impact of college on students. Vol. 1. San Francisco: Jossey-Bass, 1969.

Jacob, P.E. Changing values in college: an exploratory study of the impact of college teaching. New York: Harper, 1957.

Rokeach, M. Beliefs, attitudes, and values. San Francisco: Jossey-Bass, 1968.

ORIENTATION AND STUDENT VALUES

H. Tyler Combs

It is my purpose to report on the methods by which the University of South Carolina combined with its freshman orientation programs a program dealing with student values.

Orientation at the University of South Carolina is the first real opportunity students have to gain firsthand information about the college they have chosen. The University is of the opinion that orientation can set the stage for the students' academic, personal, and social lives in college. Because the University believes that orientation can play a significant role in effectively starting the students' college careers, it offers the students orientation programs and has established the position of the Director of Freshman Services in the Division of Student Affairs, assigning him the responsibility for conducting the orientation programs at the University. These student orientation programs have three general purposes as defined by the Director of Freshman Services:

1. To assist students in their transition from secondary school to college.

2. To stimulate students to think about their motives and purposes for seeking a college education.

3. To challenge students to question their system of values as related to campus problems and issues which they might encounter.

Participation in orientation is required of all new undergraduate students at the University. Until three years ago orientation programs were only offered prior to the beginning of the Fall and Spring semesters. The contents of those programs were basically the same as those of orientation programs offered at other colleges: academic advisement and registration, the history of the college, testing, lectures on the rules and regulations, etc.

Three years ago the University of South Carolina began offering a summer orientation program in addition to the Fall and Spring programs. This was done in order that the University might introduce more effectively its ever increasing number of new students to life at Carolina. Last summer's program consisted of nine two-day sessions with the total program running four and one half weeks, two sessions being held each week. Students who were accepted to the University and who were planning to enter in the Fall semester had the option of attending either the Fall program or any one of the nine summer sessions.

The summer orientation staff consisted of the Director of Orientation (who is the Director of Freshman Services), two full-time graduate assistants, three student secretaries, and nine student orientation counselors. The student counselors were chosen on the basis of their involvement in student life at the University, their effectiveness as group leaders and members, and their academic performance. A training program was established for the student counselors in which the following topics were discussed in addition to the normal ones: methods of leadership, how to conduct a group discussion, the philosophy and purposes of higher education, and the critical issues on college campuses today.

In addition to the orientation staff, the academic deans, faculty members, student personnel administrators, the chaplains of the religious organizations on campus, and other members of the Carolina community were involved in the program.

The theme of the summer orientation program was involvement- involvement with academics, with self, and with others- and the contents of the program reflected that theme. Each of the sessions included academic

advisement and registration, an introduction to student organizations and activities, vocational testing, continuous opportunities for the freshmen to speak to University students about life at Carolina, and group discussions of issues which the students might encounter when they arrived back on campus in the fall.

The last activity mentioned, group discussions of campus issues, was entitled "CAMPUS VALUE DISCUSSIONS". The purpose of these discussions was to give the new students an opportunity to discuss among themselves and with others issues which they would or could be confronted with during their careers at Carolina.

We know that our students might become confronted with issues which could conflict with their systems of value,because we know that certain situations existed on our campus- drug use, drinking, homosexuality, normal boy-girl relationships, cheating, etc.- and we know the types of students who were coming to the University.

A brief look at some of the results of the ACE Questionnaire for our present freshman class as compared to the results for the 1969 national total of the ACE might give you some idea of the type students we have.

1. Our students come from more conservative religious backgrounds than do the students in the national total.

2. Politically our students are more conservative- 32% of the instate students and 23% of our out-of-state students said their current political preferences were either moderately conservative or strongly conservative, while only 23% of the national total felt the same way.

3. With regard to the role of the Federal govt.- 28.7% of our instate students thought the government should be involved with desegregation while 57.7% of the national total felt the same way.

4. A smaller percentage of our students protested against or for anything before coming to college as compared to the national total.

5. When compared to the national total, a smaller percentage of our instate students thought that marijuana should be legalized; a higher percentage felt that the colleges have the right to ban speakers, that the benefit of college was monetary, and that the colleges were too lax on student protesters.

Having given you some idea of why we thought the discussions were needed, let us now return to the actual orientation program. Each campus value discussion group was composed of approximately 25 students, two student counselors, one chaplain, and when possible one student personnel staff member. The chaplains were involved for three reasons. First, they desired to play a role in orientation other than that of cookie and coke dispensers. The chaplains wanted to be involved. They wanted a role in which they could use their training and experience in working with students, and they desired a role which would enable them to show the students that they were people, human beings to whom students could turn and feel free to talk with. The chaplains had an opportunity to play such a role in the campus value discussions.

Secondly, due to the sensitivity of the issues which were to be discussed in the groups and knowing the religious backgrounds from which most of our instate students come, it was thought that the chaplains were well suited for the value discussions. An explanation of the influence that religion has on the family in South Carolina might help further explain why the chaplains were needed.

South Carolina is the buckle on the BIBLE BELT. 40% of our instate freshmen this year came from Southern Baptist oriented religious backgrounds, while only 11% of the students of the ACE national total came from families with this type of religious background. Also, 74% of our instate freshmen

agreed that their parents were deeply religious as compared to only 61% of the students in the national total.

Religion is an important force in South Carolina families,and because we were going to discuss some issues which were usually dealt with by the churches, we felt that the chaplains were appropriately suited for these discussions.

The third reason the chaplains were involved was because South Carolina is basically a conservative state, and because controversial issues might become subjects for discussion in these value sessions and because the churches have an influence on the state, it was thought that the participation of the chaplains in the groups would make the discussions more acceptable.

In summary, first, the University of South Carolina is of the opinion that orientation is an important first step in a student's college career. Second, the University believes that it has an obligation to encourage its students to examine their values as related to college. And third, Carolina believes that students can be encouraged to examine their values by means of organized small group discussions.

By no means is my report complete, but some of your questions concerning what issues were discussed, the roles of the individuals in the groups played, and the effects of these sessions will be answered by the remaining presenters and in a video tape of one of the sessions which you will see.

The Impact of Orientation Group Counseling

by

Robert W. Squatriglia

Research of college students has been longitudinal or cross-sectional in approach. Generally, researchers have determined that major changes in beliefs, thinking ability, and value orientation take place in the first two years of college, while changes of greatest magnitude occur during the freshman year. Only infrequently have researchers examined changes in students over periods less than one year, yet the freshman year is recognized as the period of greatest change. The purpose of the research reported here, then, is to offer some insight into what changes, if any, occur during the first year, and, more specifically, during the first half-semester of attendance at the University of South Carolina.

My colleagues have indicated several innovations which we have implemented. Naturally, we were interested in what effects these innovations might have upon such factors as values and attitudes. Through a before and after comparison of exposed and unexposed groups to two types of counseling, we sought to measure some of these effects upon selected variables.

A sample of freshman males and females were randomly selected and assigned to three equal groups of fifteen men and women per group. One of these groups was designated the experimental group, the second group was designated the deprived control, while the third group was designated the control group. All three groups were pre-tested with these instruments: the Personal Orientation Inventory by Everett Shostrom, the Rokeach Dogmatism Scale, the Gough Flexibility Scale, and the Allport-Vernon-Lindzey Study of Values.

The experimental and control groups both participated in a two-hour group discussion of campus values as represented by the video tape. The deprived control group did not participate in this activity.

During the last of August, letters were sent to all students in the experimental group, inviting them to participate in voluntary group counseling in the fall. Dr. Frank Walton has already described the dynamics of these 8 sessions.

Post-testing was conducted over a one-week period in mid-November for all three groups--the experimental group which received both the two hour campus values discussion and the eight fall sessions-the control group which received only the August two hour discussion and the deprived control which was non-participating. 67 complete sets of test information were collected from a possible population of 76 students, or a return of 88% .

The collected data were analyzed by computer, using the Miami Analysis of Variance. After initial analysis, the following factors were selected for further consideration: group, sex, and in or out-of-state residence.

First, I shall report the comparison of scores for the control and deprived control groups in which the two-hour campus values session was the variable.

Significant differences were reported in changes of these scores for out-of-state students who participated in the two-hour group discussion: dogmatism, time competency (described as a characteristic of the self actualized person by Shostrom), and existentiality (defined as one's flexibility and good judgement in applying values to living)-- the latter two being scales of the Personal Orientation Inventory. Out-of-state students who participated in the two-hour session changed their relative ranking

on all 6 values of the Study of Values. The least change in the test scores was noted for in-state students who had participated in the two-hour discussion, and this group increased in dogmatism.

In summary, the probability of effecting any change in the areas tested was highest for women, and especially for out-of-state women. Perhaps as a continuation of these changes, all women and out-of-state men would be most likely to change their relative ranking of the six values of the Study of Values.

Second, when the scores of the students who participated in the eight group counseling sessions were compared with the scores of the non-participating or deprived group, several trends appear to continue. Significant changes in flexibility, dogmatism, and existentiality were noted for out-of-state students who participated in the eight sessions. Men in the experimental and deprived groups failed to change in their ranking of any values, while women in the experimental group changed in relative ranking of 5 or 6 values. Once again, the probability of change was greatest for out-of-state students, and especially females, while in-state students, and especially in-state men, were least likely to change.

Any program evaluation should consider the reactions of those who particiapated. Reactions were collected through questionnaires distributed at the close of each orientation session, or at the post testing. For the 1,320 freshmen who attended the nine sessions of summer pre-college orientation, all rated their small group experiences with the student counselors or the campus values program second only to advisement and registration meetings. Therefore, the students rated their small group activities as second only to the academic in seven activity areas.

Questionnaires were distributed to the 22 students invited to the eight sessions. 10 of these students did not attend, while 12 attended. Of the ten, 5 cited a time conflict as the reason they did not participate, while two were not interested, one said he was self-conscious in groups and 2 "never got around to coming." Of the 12 attending, 7 said they initially came out of curiosity, while 5 simply wanted to attend. The feature liked most in the group sessions was the freedom to discuss any topic or concern, while the leader was ranked second. Of the 22 students, 17 rated the concept of offering group counseling as good or excellent, while three thought it to be poor, and two considered it a waste of time. Asked if they would attend such a program if it were offered in the future, or if they would recommend future group counseling for others, 14 said yes, 5 stated no, and 3 responded "maybe."

The subjective evidence, based upon student questionnaires, indicated the popularity and acceptance of both group approaches. Students rated the summer campus values sessions second only to academic meetings. Freshmen provided group counseling in the fall reported their willingness to participate in similar future experiences or to recommend such experiences for others.

The emperical evidence suggested several general conclusions. Both group approaches increased the probability of changes of dogmatism, flexibility, time competency, and existentiality scores for women, and out-of-state women in particular. This same evidence, however, suggested little probability of changes in these same scores for men, and particularly in-state men. The same probability for change, perhaps a continuation of those trends already reported, continued in the relative ranking of 6 scales of the Study of Values. Again, women were more likely to change their

value rankings, than were men. Both group experiences, then, appeared to have greatest impact upon women and least impact upon men in the areas examined.

Cartwright noted that "...the behavior, attitudes, beliefs, and values of the individual are all firmly grounded in the groups to which he belongs."[1] It has been observed that the problems of the 20th century are problems of human relations and that civilization's survival depends upon man's ability to learn how to change the way in which people behave toward each other.

Feldman and Newcomb hypothesized that the single greatest determinant of college impact upon the individual is his openness to change--a non-dogmatic, flexible, nonauthoritarian personality.[2]

If dogmatism and flexibility can be changed through group experiences as suggested, perhaps 20th century problems in human relations can be eased. The Hazen Foundation's study of the Student in Higher Education suggested that the entire first year of college be one of orientation[3]--why not an orientation which cultivates the individual's openness to change?

1. Cartwright, D. S. Achieving changes in people: Some applications of group dynamics theory. Human Relations, 1951, 4, p.387.

2. Feldman, K. A. and Newcomb, T. M. The impact of college on students. San Francisco: Jossey-Bass, Inc., 1969, p. 295.

3. The Hazen Foundation. The student in higher education. New Haven: Hazen Foundation, 1968, p. 61.

SUMMARY

Charles H. Witten

Higher education has an impact on student values, and is rightfully concerned with values. Students want value education whether they verbalize this need or not, and this type of education is a valid function of student personnel workers. Orientation is a wonderful opportunity to begin value education, for when freshmen come to the campus they are faced with unlearning past values and learning new values. We feel that the time to assist them in this process is as early as possible. We have shown why we feel that, based on the students we were getting, value discussions must be an important part of orientation.

The use of small group discussions with student leaders who have been given training in group procedures is an effective method of conducting orientation programs. In such discussion groups some of the value problems which are of deep concern to students are openly discussed. Many of these problems have not been previously discussed by them in an educational situation.

Research and evaluation must be done on any innovations in student personnel work. We cannot continue to operate just because we feel instinctively that something is good. We have described the research conducted so far in which we have found that some changes have been made in students sense of values through on-going orientation programs. We need further effort, research and evaluation to try to determine how to do the job best and most efficiently.

Innovations introduced into the orientation program at the University of South Carolina include:

1. Value education as an important part of orientation.
2. No-holds barred discussion groups on gut issues- drugs, sex, race, cheating.
3. The use of chaplains of the different religious denominations in a vital role in the education of students.
4. The use of group counseling as on-going or follow-up orientation concerned with problems that freshmen wanted to discuss.
5. Special recognition of the needs of freshmen and the establishment of the position of Director of Freshman Services.